



What are the most effective ways to support disadvantaged pupils' achievement?

Hexthorpe Primary School's approach to the seven building blocks identified by NFER research, which leads to success in raising attainment for disadvantaged pupils:

1. Whole-school ethos of attainment for all:

'Inspiring beyond measure': We believe in creating a learning community across the partner academies which ensures **all**, including disadvantaged pupils, are well supported, can reach their personal potential and are equipped with the necessary academic, social and life skills to ensure that they become effective citizens of the 21st century.



2. Addressing behaviour and attendance:

Consistent and positive highlighting of good behaviour is the key to successful behaviour management and enables learning to take place. Everyone is encouraged to treat others with respect and good manners and show concern for each other and their environment. Children who find it more challenging to work within our rules are encouraged to develop the skills required to make better choices. We ensure strategies are in place to encourage good attendance and to support pupils with Social, Emotional and Mental Health needs.



3. High quality teaching for all:

We encourage inclusive quality Teaching for all pupils through setting high expectations, monitoring standards and the sharing of best practice (both within the school, across the Trust and externally). The training and development of staff is also key to improving the provision and practice at Hexthorpe Primary School.



4. Meeting individual learning needs:

We ensure that teaching and learning opportunities meet the needs of all of our learners. At Hexthorpe Primary Academy we ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This includes children with levels of special educational need, pupils with English as an additional language, and those who are socially disadvantaged in some way. We aim to ensure that pupil needs are assessed and addressed.



5. Deploying staff effectively:

Staff are deployed to ensure that identified pupil needs are met. Through targeted and focused staff training and development, additional adults are skilled in researched interventions which are proven to raise attainment. The quality of provision provided by additional adults is monitored to ensure effective deployment decisions and to identify any future training requirements.



6. Data driven and responding to evidence:

Teachers, the school's leadership and the Trust review pupil outcomes on a regular basis using a central system. This informs decision making to target the needs of individual pupils and check the effectiveness of strategies and interventions used, to make sure spending is carefully targeted. Our approach to marking and feedback ensures that children receive regular support and strategies to improve their learning.



7. Clear, responsive leadership:

At Hexthorpe Primary School, every staff member is held to account for pupils' progress. This is reinforced through regular Pupil Progress Meetings and the staff appraisal system. Staff are encouraged to share their thinking and work collaboratively - within school, the Trust and externally. Regular reports to the Transition Management Board provide opportunities for support and challenge. Senior and Middle leaders within the school are provided with opportunities to access training and development.

